TEACHERS' STRATEGY TO OVERCOME STUDENTS' ERRORS IN PRONUNCIATION AT MA NURUL JADID PAITON PROBOLINGGO

The Thesis is completed

as Partial Fulfillment of Requirements

for Degree of English Language Teaching

in State Institute for Islamic Studies

Sunan Ampel Surabaya

By :

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STATE INSTITUTE FOR ISLAMIC STUDIES

TARBIYAH FACULTY

EDUCATION OF ENGLISH DEPARTMENT

SURABAYA

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ABSTRACT

Badriyah, Nur Lailatul, 2011, *Teachers' strategy to overcome students' errors in pronunciation at MA Nurul Jadid Paiton Probolinggo*. Advisor 1: Dr.Muhammad Salik, M.Ag, advisor 2 : Aulia Ridwan, M.Pd.I

Key words: teachers' strategy, students' errors, pronunciation

This thesis is the result of the observation to answer the questions of: what are students' errors in pronunciation? Why students make errors in pronunciation? And what are teachers' strategies to overcome students' errors in pronunciation?

The data is taken through observation, test, and interview. The researcher identify students' errors in pronunciation and find out students' obstacles on pronouncing English words, also interviews English teachers for teachers' strategy to overcome students' errors in pronunciation at MA Nurul Jadid Paiton Probolinggo.

The results of the research are:

1. From reading test find 4 vowels and 4 consonant are errors pronounced by students; also find 4 vowels and 2 consonant pronounced errors by students in speaking test.
2. Students' obstacle in pronouncing vowel is pronouncing vowel letter as they have written. Students use Indonesian language system of pronunciation. Students' obstacle in pronouncing consonant is students' tries to replace some segmental sounds which do not occur in Indonesian language with other similar sound which Indonesian language has.
3. Teachers' strategy to overcome students' error in pronunciation is drilling. Drilling is involves the teacher saying a word or structure, and getting the students to repeat it. It is also help students achieve better pronunciation of language items, and to help them remember new item. Drilling is effective to overcome students' errors in pronunciation and improving their ability in pronunciation. It shows from test that only 4 vowel and 4 consonant sounds are errors produced by students.

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PHONETIC SYMBOLS

Used in the dictionary

p	pen	/pen/	s	so	/səʊ/	iː	see	/siː/	ʌ	cup	/kʌp/
b	bad	/bæd/	z	zoo	/zuː/	i	happy	/ˈhæpi/	ɜː	bird	/bɜːd/
t	tea	/tiː/	ʃ	shoe	/ʃuː/	ɪ	sit	/sɪt/	ə	about	/əˈbaʊt/
d	did	/dɪd/	ʒ	vishion	/ˈvɪʒn/	e	ten	/ten/	eɪ	say	/seɪ/
k	cat	/kæt/	h	hat	/hæt/	æ	cat	/kæt/	əʊ	go	/gəʊ/
g	got	/gɒt/	m	man	/mæn/	ɑː	father	/ˈfɑːðə(r)/	aɪ	five	/faɪv/
tʃ	chain	/ tʃem/	n	no	/nəʊ/	ɒ	got	/gɒt/	aʊ	now	/naʊ/
dʒ	jam	/dʒæm/	ŋ	sing	/sɪŋ/	ɔː	saw	/sɔː/	ɔɪ	boy	/bɔɪ/
f	fall	/fɔːl/	l	leg	/leg/	ʊ	put	/pʊt/	ɪə	near	/nɪə(r)/
v	van	/væn/	r	red	/red/	u	actual	/ˈæktʃuəl/	eə	hair	/heə(r)/
θ	thin	/θɪn/	j	yes	/jes/	uː	too	/tuː/	ʊə	pure	/pjʊə(r)/
ð	this	/ðɪs/	w	wet	/wet/						

(r) indicates that British pronunciation will have /r/ only if a vowel sound follows directly, otherwise it is omitted: In American pronunciation, every 'r' of the ordinary spelling is retained.

Sounds from other language

/x/ represents a fricative sound as in /l x/ for Scottish **loch**, Irish **lough**.

The mark /˜/ over a vowel indicates a nasal quality. Nasalized vowels may be retained in certain words taken from French, as in **penchant** /ˈpɑ̃ʃɑ̃/ **vingt-et-un** /ˌvæt eɪ ˈɜ̃ː/. The symbol /a/ is used for a short open vowel, different from English /æ/ or /ɑː/, which some speakers retain in French words such as **éclat** /eɪˈkla/.

Weak vowels /i/ and /u/

The sounds written /iː/ and /ɪ/ must always be different, as in **heat** /hiːt/ compared with hit /hɪt/. But /i/ represents a vowel that can be sounded in either way, or as a sound which is a compromise between them. In a word such as **happy** /ˈhæpi/, younger speakers use a quality more like /iː/ but short in duration. When /i/ is followed by /ə/. The sequence can also be pronounced /jə/. So the word dubious, shown in the dictionary as /ˈdjuːbiəs/ may be pronounced as three syllables /ˈdjuːbɪəs/, or as two syllables /ˈdjuːbjəs/.

In the same way, the two vowels represented by /uː/ and /ʊ/ must be distinct but /u/ represents a vowel that varies between them. If /u/ is followed directly by a consonant sound, it can also be pronounced in a third way as /ə/. So **situation**, shown as /ˌsɪrtʃuˈeɪʃn/, can be pronounced /ˌsɪrtʃuːeɪʃn/ or /ˌsɪrtʃʊˈeɪʃn/, and **stimulate**, shown as /ˌstɪmjuleɪt/, can be any of /ˈstɪmjuleɪt, ˈstɪmjʊleɪt, ˈstɪmjəleɪt/.

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The sequence /uə/ can additionally be pronounced /wə/. So **actual**, shown as /ˈæktʃuəl/ may be three syllables /ˈæktʃuːəl/ or two syllables /ˈæktʃʊəl/,ˈæktʃwəl/.

Variant pronunciations

Many English words have two or more common pronunciations. The dictionary shows such alternatives separated by a comma: **salt** /sɔːlt, sɒlt/. The learner should normally use the first pronunciation shown, but will almost certainly hear the others as well. Only the most common variants are shown, and the fact that a certain pronunciation is not included does not necessarily mean that it is wrong.

Weak forms and strong forms

Certain very common words, eg **at**, and, for, can, have two pronunciations. We give the usual (weak) pronunciation first. The second pronunciation (strong) must be used if the word is stressed, and also generally when the word is at the end of a sentence. For example:

- *I'm waiting for* /fə(r)/. ɑ Bus.
- *What are you waiting for* /fɔː(r)/?

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CHAPTER I

INTRODUCTION

A. Background of The Study

Language is a medium of communication. Therefore, language becomes important for modern people due to some reasons. First of all, in order to have good communication with people in the world, someone must speak international languages. Second, modern education institutions use some international languages as medium language.

Due to those importances of speaking international language, Indonesian government has implemented teaching English for elementary school to higher education. In English courses, there are four skills that must be mastered, namely writing, speaking, listening and reading. In a beginner level of educational institution, such as elementary school, teacher mostly teach vocabulary and pronunciation to their students. Pronunciation is one of sub-skills in speaking ability. This component plays a very important role in speaking, because by pronouncing English words correctly, students are able to avoid misunderstanding when they have conversations. Therefore, it is necessary for students to master English pronunciation.

In spite of English has been taught for a long time in Indonesia, still there are many obstacles in teaching English. The problems are : how to use grammar, pronunciation and vocabulary appropriately. Students have problems

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in grammar because of the influence first language into second language. It causes Indonesian students feel difficult in learning grammar. Students also, has problem in memorizeing new vocabulary, because their environments do not supporting. Thus, students loose their vocabulary. Next, students has problems in pronouncing English word, because students mix way of their first language and way of English as a second language.

Mistaken pronunciation is a big problem in Learning English, because – as I state above - Indonesians mix way of their first language and English as second language when they pronounce English words. This phonemenon can be proved by following. English pronunciation are completely different from Indonesian language pronunciation. Some English spelling word may have various sounds after becoming a word, even, sometimes it is in contrast between them. For instance, the sound / u /, if the / u / sound is combined with / k / and / p / sounds in word "cup" / kʌp /. There is a sound changing from the / u / sound become / ʌ / sound. Another example of consonant sound is / s / sound. If it is combined with / k / and / i / sounds in "kiss" / kiss /, the / s / sound is voiceless. If the /s / sound is combined with / k /, / i /, and / d / sounds in "kids" / kidz /, the / s / sound becomes / z / or voiced sound. Thus English has vowel and consonant sounds changing.

Whereas, Indonesian pronunciation have no various sounds after becoming word. For instance, letter A" / a /, if it is combined / a / sound with / m / and / s / sounds in word "mas" / mas /. There is no vowel sound changing

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at all. Another example of consonant sound in Indonesian Language is / s /. If it is combined wit / m /, / a /, / n /, / i / sounds in "manis" / manis /. There is no change of / s / sound even though the / s / sound comes after / i / sound which is voiced sound. Both English and bahasa Indonesia use the same 26 letter alphabet, divided similarly between vowels and consonants. Neither language uses accent marks for any of the 26 letters, however Indonesian Language does not have the same phenomena as English has like phenomena above.[1] Therefore, these phenomena make Indonesian students rather difficult to master English pronunciation.

In learning pronunciation, students try to imitate teacher's pronunciation, and most of students make errors. It always happens when they are speaking. It causes the teacher doesn't know what to do, whether to continue the material or to correct their errors. It is the fact that error is a part of learning process and correction is a part of teaching. Basically, errors are significant parts that can not be ignored in learning the foreign language. Students usually produce errors, because of the different way between their native language and the target language such as the difference of motivation level of their understanding. In this case, teachers need strategy to solve this problem because Strategy is a way to convey material of teaching. Therefore, students will easily understand it. Due to the fact that, pronunciation is difficult

[1] http://indodic.com/SimilaritiesDiffs.htm.

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to master by students, and it needs particular strategy to solve the problem, the researcher is in this research interested to research about teachers' strategy to overcome students' error in pronunciation.

Students of MA Nurul Jadid Paiton Probolinggo has problems in learning English especially in pronunciation. Many students have difficulties in pronouncing word in English. The cause of the students difficulties are, English is not students' mother tongue because most of the students are madurese and the students' environments' does not support the students to use English frequently. Furthermore, the English teacher is only focusing on the students' vocabulary and also still lack of facilities in teaching and learning process. It causes students do not really able to produce words in English. Because of that things, the researcher interested in researching teachers' strategy on overcoming students' errors in pronunciation.

In addition there are some research which are closely related to this research:

a. The difficult English sounds to pronounce for eleventh grade student of SMAN I Gresik, this thesis made by the writer pandu prasodjo. The writer of this thesis, Pandu Prasodjo describes the difficulty English sounds which are used by eleventh grade students. The conclusion of this thesis, eleventh grade students of SMAN I Gresik, pronounced the word as they write. For example the word "boot", it should be pronounce as /bu;t/ but the students

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stiil pronounce the word as they write /b't/. They use Indonesian language system of pronunciation and they pronounce the letter "o" as open rounded /ɔ/.

b. Indonesian phonological interfere in the English speech of the fifth and sixth grade students of elementary school. This thesis was written in 2003. The writer of this thesis, Yesi Dwi Nopiasari, compared errors of English sounds which are used by fifth and sixth grade students. the writer classified errors into three kinds of errors:

The conclusion of this thesis is that the writer considerably finds in the pronunciation classified into omission, addition, misformation or misordering.The writer findings are from total of five hundred thirteen (513) words, there are wrong pronounced words (417), the students (14) made misformation errors (483), addition (96), and omission (92).

The differences of earlier thesis compared with this thesis are that if the earlier thesis simply emphasizes on error in English sounds. The second thesis describes error pronunciation based on English speech. The writer classifies errors into ommision, addition, misformation and misordering. This thesis describes error pronunciation viewed from students' reading and speaking and emphasized on strategy of teacher to overcome students' error in pronunciatiation.

The aim of this study is to know teachers' strategy to overcome students' errors in pronunciation. The reason for this, because of there are

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many research are closely related to pronunciation, still there is no research which closely related to strategy teacher to overcome problems in pronunciation. In fact, from the result of research above, pronunciation is difficult to master by students. It needs strategy to solve the problem. Because of that things, the researcher interested in researching teachers' strategy to overcome students' errors in pronunciation.

The study will be done in MA Nurul Jadid Paiton Probolinggo, because it is one of schools which is SBI (school with international benchmark) in probolinggo. In this school, all students attend English. In the eleventh grade students, all of the eleventh graders get same way of teaching. They get English course and science classes in English. Therefore, they must master English pronunciation. Through English pronunciation their ideas can be delivered clearly and easily understood by others. It means that this school is having good quality and suitable for my research.

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B. The Problems of Study

Based on the background of the study, the problem are as follow:

1. What kind of pronunciation errors do students of MA Nurul Jadid Paiton Probolinggo Produce ?
2. Why do they make errors in pronunciation?
3. What are the teachers' strategies to overcome the students' errors in pronunciation ?

C. The objectives of study

Based on the problems of study, the objective of this study are:

1. To identify students' errors in pronunciation of MA Nurul Jadid Paiton Probolinggo.
2. To find out students' obstacles on pronouncing English word.
3. To know teachers' strategy to overcome students' error in pronunciation.

D. Significance of The Study

Based on the objective of study, the significances of this study are:

1. This research is useful to enrich phonological studies, especially as a reference of such studies.
2. This research benefits for English teachers who teaches at senior high school, especially in SBI (school with International benchmark). By reading this thesis, readers will be able to know right strategy to overcome

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students' errors in pronunciation. In addition, teacher can improve students' skill in pronunciation.

3. This research also benefits for students. By reading this research, students will know their errors in pronunciation. So that, the students can understand them. Addition, the students can increase their understanding in pronunciation.

E. The Scope and Limitation of Study

1. The object of this research is the teachers and eleventh grade students. MA Nurul Jadid Paiton Probolinggo has three English teachers, they teach different classes and level students. The researcher choose two English teachers to be interviewed about teachers' strategy to overcome students' error in pronunciation.

   The researcher chooses eleventh grade students. MA Nurul Jadid consists of three science classes for male students and three science classes for female. Each class consists of 25 students. In this case, the researcher uses 100 students as a sample to do testing. Thus, the writer take two classes for female students and two classes for male.

2. The research will be focused on the teachers' strategy to overcome students' errors in pronunciation. Correct pronunciation is needed when students speaks, different pronunciation or incorrect pronunciation can change the meaning of a word.

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3. This research is conducted in MA Nurul Jadid Paiton Probolinggo in Jl. Raya paiton, paiton probolinggo.

F. Definition of key terms

The following definition is intended to make the readers have the same term used in this research. It is also intended to avoid ambiguity or interpretation.

Strategy	: teachers' way to give the teaching materials to the students. thus, make students easily understand it.
Overcome	: is the succeed in controlling a problems in students' error in pronunciation
Error	: is condition of being incorrect or wrong in pronounce English word.
Pronunciation	: is the way of person speak the word of English language.
MA Nurul Jadid	: is an islamic senior high school which is SBI (school with international benchmark) in Probolinggo. It is located in Jln. Raya Paiton, Paiton Probolinggo.

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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Teaching English

Teaching English is a process to convey knowledge of English from teachers to students in some ways. First, teaching English as a first language. Second, teaching English as a foreign language. In indonesian, English is taught as a foreign language, because Indonesians do not speak English in their daily activities.

In an English course, there are four skills that must be taught by teachers, namely: reading, writing, speaking and listening. Reading activities needs accuracy to understand words in each paragraph so they know true information. Learners needs accuracy structure in arranges words in writing skills. listening needs accuracy in analyse what native speaker's say. Speaking needs accuracy in pronounce English words and intonation.

Reading is one of language skills. Teachers have to teach reading words, phrases, sentences, or texts in English. Reading skill is taught by teachers to make students have a lot of understanding of vocabulary.

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Writing is a part of English skill. Teachers have to teach how to arranges words into a phrases, sentences, or texts. Sub skills that supports students in writing is structure or grammar so that can produce a good sentences.

Listening is activity to hear and understand the native speaker's word or someone who speaks English. Teachers have to teach students how to pronounce English words like way of native speakers' do speaks. Also, teachers drill students in listening to infer information through speaker's intonation.

Speaking is producing words in a certain language orally. Speaking is not only a process to say something, but also pronouncing words with acceptable intonation and stressing. Teachers have to teach students how to accurately respond a statement by pronounce words correctly.

In teaching speaking, there are three kinds of lessons that improve students' speaking skill:

1. Building fluency

   Fluency is students' ability to speak English very well.

2. Teaching grammar

   Teaching grammar is teaching students about rules by which words change their form and are combine into sentences. In teaching, teacher grammatically correct students speaking context.

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3. Teaching pronunciation

Teaching pronunciation will be explain in following part.

B. Teaching pronunciation.

Teaching pronunciation is teaching about aspects that influence meanings of sentences through segmental phonemes.[2] It is important to teach, because pronunciation is a basic sub skill in speaking, if we pronounce words well, we can speaks well. Therefore, good pronunciation avoid misunderstanding in communication. When people says, for example, "*soap*" in a situation such as a restaurant where they should have said "*soup*", the inaccurate production of a phoneme can lead to misunderstanding. It happens because Indonesian students have difficulties in pronouncing English words due to influence of students' first language and environment.

As Daniel Jones state that :

> The difficulties of pronunciation are:
> The student of spoken English or any other spoken language is faced at the outset with difficulties of five kinds in the matter of pronunciation. They are as follows: 1) He must learn to recognize readily and with certainty the various speech – sounds occurring in the language, when he hears them pronounced; he must more oven learn to remember the acoustic qualities of those sound; 2) He must learn to make the foreign sounds with his own organs of speech; 3) He must learn to use those sound in their proper

[2] Raja, Nasr T,The Essentials of Linguistic science, London : 1978 P.30

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> places in connected speech; 4) He must learn the proper usage in the matter of the 'sound-attributes' or 'prosodies' as they are often called (especially length, stress and voice – pitch); 5) He must learn to catenate sounds, i.e. to join each sound of a sequence on the next, and to pronounce the complete sequence rapidly and without stumbling.[3]

C. The Materials In Pronunciation Teaching

1. English Vowels.

According to jones,Vowels are some of the continous voiced sound produced without obstruction in the mounth unaccompanied by any frictional noise.[4]

Jones in his book " the pronunciation of English" classifies the vowels into 5 based on the position of the tongue:[5]

a. Front vowels, in the production of which the 'front' of the tongue is raised in the direction of the hard palate. For example, /i:/ in /fi:d/ *feed.*
b. Back vowels, in the production of which the 'back' of the tongue is raised in the direction of the soft palate. For example, /u:/ in /fu:d/ *food.*
c. Central vowels, when the position of the tongue is in the middle or in the intermediate of front and back. For example, /ɜ:/ in /bɜ:d/ *bird.*
d. Close vowels, when the tongue is held as high as possible consistently with not producing a frictional noise. For example, /i:/ in /fi:d/ *feed* and /u:/ in /fu:d/ *food.*

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[3] Daniel jones, An outline of phonetics English
[4] Daniel Jones, *The Pronunciation Of English*, Cambridge University Press, Cambridge: 1958, P.14-15
[5] Ibid.....15-16

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e. Open vowels, when the tongue is held as low as possible as in /a:/ in /fa: ðə/ *father*

2. English consonants

English has consonant sounds. These are classified based on place of articulation and manner of articulation. Place of articulation refers to how sound is produced. Manner of aticulation refers to where narrowing occurs which active articulator gets close to which passive articulator.[6]

There are seven main classes of consonant according to place of articulation.[7]

a. Bilabials

Sounds articulated by the two lips; e.g. /p/, /m/

b. Labiodental

Sounds which is articulated by the tip tongue agains the upper teeth; e.g. /f/

c. Dental

Namely sounds articulated by the tip tongue againts the upper teeth. E.g : / ð /

d. Alveolar

Namely sounds articulated by the tip or blade of the tongue against the teeth-ridge; e.g. normal English /t/

[6] George Yule , *The study of Language Third edition,* Cambridge University Press, Cambridge: 2006, p.31

[7] Ibid....p.31

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e. Palatals

Namely sounds articulated by the back of the tongue againts the hard palate; e.g / j /.

f. Velars

Namely sounds articulated by the back of the tongue against the soft palate; e.g. /k/

g. Glottal

Namely sounds articulated in the glottis; e.g / h /.

. There are six major classification of manner articulation: [8]

a. Stops

Stop are produced by stopping the passage of the breath stream, with a build up of pressure behind the closure and the releasing the breath. If the breath is stopped by the lips coming togeteher, either / p / or / b / is produced when the breath is released. There are / p /, / b /, / t /, / d /, / k /, /g /

[8] Ibid....35

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b. Fricatives

A type of friction is produced and the resulting sound are called fricatives. The manner of articulation used in producing the set of sounds [f], [v], [θ],[ð],

[s], [z],[ʃ], [ʒ] involves almost blocking the airstream and having the air push through the very narrow opening.

Fricatives can be classified into six classifications.

1. *Labio - dental fricatives.* If the upper teeth (as the point of articulation) and the lower lip make the opening through which air passes with friction, the labiodental fricatives are produced, voiceless /f/ and voiced /v/.
2. *Dental fricatives.* If the tip of the tongue shapes an opening with the upper teeth, the dental fricative voiceless /θ/, and voiced /ð/ result.
3. *Alveolar fricatives.* If the first pair the tip of the tongue is raised close to the alveolar ridge to from an opening that produce voiceless /s/ and voiced /z/.
4. *Post-alveolar fricative.* The tip of the tongue is articulated againts the back part of the alveolar ridge and the vocal cords are made to vibrate. The result of post-alveolar fricative is /r/.

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5. *Palatal fricative.* If the front of the tongue can be raised towards the hard palate to from a narrow opening that produce the palatal fricatives, voiceless /ʃ/ and voiced /ʒ/.
6. *Glottal fricative.* If the mouth is held in a vowel-podition and the air passes through the wide open glottis (opening between the vocal cords). It called glottal fricative because the air passes through the glottis. The result of glottal fricative is /h/. Therefore, there are ten fricatives sound, /f/, /v/, /θ/, /ð/, /s/, /z/, /ʃ/, /ʒ/, /r/, /h/.

c. Affricates

The combination a brief stopping of the airstream with an obstructed release which causes some friction. They are voiceless [tʃ] and voiced [dʒ]

d. Nasals

When the velum is lowered and the airstream is allowed to flow out through the nose to produce [m], [n] and [ŋ].

1. *Bilabial nasal.* When the mouth is closed by the two lips and air issues through the nose we get the bilabial nasal sound /m/.
2. *Alveolar nasal.* When the air is stopped at the alveolar ridge by the tip of the tongue, we get alveolar nasal sound /n/.

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3. *Velar nasal.* When the back of the tongue closes againts the velum, we get velar nasal sound /ŋ/.

e. Lateral

In the production of the lateral sound /I/, the air stream is stopped in the center by the tip of the tongue against the alveolar ridge, while the air passes along one or both sides of the tongue.

f. Glides or semi vowel

They called semi – vowels because in their production there is lack of friction and the sounds are vowel-like in their voicing but their function as consonants. There are two semi-vowels in English:

1. *Bilabial semi – vowel.* Bilabial semi – vowel sound is /w/. The production of /w/ the speech organs take the position for /u/ and immediately leave this position of the following vowel.
2. *Palatal semi- vowel.* Palatal semi – vowel sound is /j/. In producing the semi-vowel /j/ the speech organs start near the position for the vowel /i/ and immediately leave this for the position of the following sound.

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3. English dhipthongs

Diphthongs are sounds which involve a change in quality during is their production. It is the combination of vowel sounds. Diphthongs are represented phonetically by sequences of two letters, the first showing the starting point and the second indication the direction of the movement. [9]

There are three kinds of diphthongs. They are (closing) diphthongs, falling diphthongs, centering diphthongs.[10]

1. Raising or Closing Diphthongs.

   The position of the tongue when the second vowel is pronounced is higher than the firs one. For example:

   a. /ai/, like in *time* /taim/, *fine* /fain/
   b. /ei/, like in *make* /meik/, *take* /teik/
   c. / ɔi/, like in *boy* /bɔi/
   d. /au/, like in *now* /nau/, how /hau/
   e. / əu/, like in *no* /nəu/, *go* /gəu/

[9] Deterding H David, The sound of English, Prentice hall, London: 1998 P.26
[10] Ibid.....p.27

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2. Falling Diphthongs.

   The position of the tongue when utters the second vowel is lower than the first one. For example:

   a. /iə/, like in *fear* /fiə (r)/, hear / hiə (r)/

   b. / ʊə/, like in pure /pjʊə (r)/

3. Centering Diphthongs

   The position of the tongue when utters the second vowel is at the id central. For example:

   a. /ɔə/, like in *fore* /fɔə(r) /, *more* /mɔə(r)/

   b. /ɛə/, like in *there* /ðɛə/

4. Supra-segmental phonemes

Based on Nasr supra-segmental phonemes are classified into seven classes; they are stress, intonation, pause, juncture, rhythm, pitch and lenght.[11]

1. Stress. Stress is the pressure of breath with which sounds are produced.
2. Intonation. Intonation is the changes in the music of the voice while producing speech.
3. Pause. Pause is the silent between parts of un utterance.
4. Juncture. Juncture is a very short time of pause. It is the space in speech between sounds or words.

[11] Raja, Nasr T,The Essentials of Linguistic science, London : 1978 P.32

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5. Rhythm. Rhythm is the beat of language. It is the stress-time. Meaning between two primary stresses is the same.
6. Pitch. Pitch is the height and/or direction (up-down contrast level of pitch can distinguish word. For example, in Chinese there are four levels of sounds that can differentiate meaning.
7. Length. Length is the long or short a phoneme should be pronounced.

D. Principles In Pronunciation Teaching

According to Penny, principles in teaching pronunciation are: [12]

1. Having a suitable curriculum

When teachers teach something, they start to help students acquire some basic concepts on which they can build more complex understanding. For example, when teachers teach science, they make sure students have a basic understanding science before teach them about science. It is absolutely the same as teaching pronunciation, before teachers teach pronunciation, they should have a rough curriculum for teaching pronunciation to access material relevant in particular situation.

[12] Penny Lee, A handbook for teachers and trainers, university of new England DETYA: 2001 p. 32-39

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2. Being student centred

Teachers have to know how to make students understand information given. For example, for teachers who cannot pronounce some English sounds need to have more knowledge about pronunciation. Additionally, the teachers can give more explanation to students. At that time, students learn through teachers experience how to pronounce English sounds.

3. Helping learners become self-reliant

Many students have wrong perceptions about what is involved in learning pronunciation – or in learning a language in general. Teachers have to tell to students that pronunciation is a sub skills that involves remembering and practicing. Sometimes, different students' accent make they lack of confident in learning pronunciation. They feel embrassed to pronounce English word, but they can learn from their mistakes. Teachers' roles are to help students feel confident to pronounce English words.

4. Giving opportunities to practice

In fact, pronunciation is a sub skill speaking skill. Teachers' role is giving a training to students to pronounce English words and giving correction to students in pronouncing English words. Sometimes students wriggle out of practicing English pronunciation by saying they are embrasses. In this case, teachers have to make students more feel confident in practising pronunciation.

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A good method in teaching pronunciation is to use several repetition saying together in chorus. Then choose one student for individual rehearsal, choose another student again, and so on. Sometimes students will get bored with this. However, the material is useful and challenging, students love this kind of work.

E. Strategies in pronunciation teaching.

There are some strategies in pronunciation teaching :

1. Drilling

Drilling is main way of pronunciation practice in classroom. Basic form of drilling involves teacher saying a word or structure, and getting students to repeat it. [13] Aim of drilling is to help students achieve better pronunciation of language items, and help them remember new item.

Drilling often follows a process known as eliciting. It is to encourage students to bring up a word, phrase of structure as they study before. Teachers generally using prompts, pictures, mimes etc, to help learning process along. Teacher's main role of drilling is to provide a model of the word, phrase or structure for students to copy.

[13] Gerald Kelly, How to tach pronunciation, Longman: 2000 p. 16

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2. Chaining

Chaining is used to drill long sentences involving difficult words and sounds. Teachers separate certain words from sentence, and model them separately for students to repeat, and gradually build the sentence up until they become complete sentences. There are two kinds of chaining : [14]

a. Back chain

Students are drilled to pronounce sentences and build up parts of the end of the sentences from the end, gradually add to length. Students' wrong in pronounce certain part of word will be drilled by teachers separately. Each part of sentence is modelled by teachers, and repeated by students.

Example :

.....told him.

.....would've told.

.....if I'd seen him.

b. Front chain

Students are drilled to pronounce sentences and build up parts of start of the sentences from the start, gradually add to length. Students' wrong in pronounce certain part of word will be drilled by

[14] Ibid...p.16-17

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teachers separately. Each part of sentence is modelled by teachers, and repeated by students.

Example:

If I'd seen him....

I would've.....

I would've told him.

3. Substitution drilling

Substitution drilling is another important and useful variation. This involves drilling a structure, but substituting items of vocabulary into the sentence being dealt with, as follow : [15]

Teacher : it's in the corner

Student 1: it's in the corner

Teacher : it's on the table

Student 2 : it's on the table.

[15] Ibid....p.17

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4. Open pair drilling

Question and answer drills might be set up across the class, by one student asking, another responding, and so on. For example, a big letter Q and a big letter A written on cards. Teachers will invites students to question each other and respond in turn across the class. [16]

Student 1: have you ever been to paris?

Student 4: yes. I have

Student 5: have you ever been to new york?

Student 2: no I haven't.

5. Giving Feedback

Giving feedback is making correction which is used by teachers in order to reduce errors made by students in pronunciation. Giving more feedback will help students accurately in their own use of language. When teachers give feedback, they should have different kinds of correction techniques or strategies. For instance, teachers give feedback by practice rising their intonation, giving one that is chosen for student which is true or false, and writes some correction in blackboard. By giving feedback, teachers actually can reduce students' errors. Consequently, students will be more confident in pronounce pronouncing English words.

[16] Ibid.....p.17

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F. Problems in pronunciation teaching.

According to Gerald Kelly, There are two main problems in teaching pronunciation: [17]

1. Pronunciation tends to be neglected.
2. When it is not neglected, it tends to be reactive to a particular problem that has arisen in the classroom rather than being strategically planned.

There are two reasons that pronunciation tends to be neglegted. Firstly, teachers are lack interest to teach pronunciation. Secondly, teachers do not know how to teach pronunciation due to having lack of knowledge of pronunciation theory.

When pronunciation is not neglected, it tends to be reactive to a particular problem that has arisen in the classroom rather than being strategically planned. Teachers need to improve their practical skill in teaching pronunciation.

Additionally, students show considerable enthusiasm for pronunciation. Students feel enthusiastic, because pronunciation is something that would help them to communicate well. Therefore, both teachers and learners consider that pronunciation is very important in a language learning process.

[17] Gerald Kelly,How to teach pronunciation, Longman: 2000 p. 13

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To solve these problems, pronunciation teachers need:[18]

a. A good grounding in theoretical knowledge

   Before teaching pronunciation, teachers firstly have to know how to pronounce words, so teachers when teach students can give good pronunciation to students imitated.

b. Practical classroom skills

   Teachers necessarily have strategies of how to captivate students. Consequently, materials presented by teachers will be easily understood by students.

c. Access to good ideas for classroom activities.

   It is necessarily for teachers to teach pronunciation captivatingly so, students will not get bored with available materials. Also they, will get more enthusiastic in learning pronunciation.

According to Daniel to solve students' problems of pronunciation are : [19]

1. A matter of 'ear-training' or more accurately 'cultivation of the auditory memory. "Good ears" are needed to be a successful linguist. If his ears are not naturally sensitive, it can be made more sensitive by training; and if his ears is good by nature, it can be made still better by training.

[18] Ibid.....p.13
[19] Daniel jones, the pronunciation of English, Cambridge University Press, Cambridge: 1958 p. 3-8

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2. A matter of gymnastics of the vocal organs is essential as students have to learn to put their tongue, lips, and other parts of the organs of speech into certain definite positions, or to perform with them certain actions.
3. Students have to learn appropriate order in which to place the sounds so as to make intelligible words and sentences. This is matter of *memorizing.*
4. Focus on certain characteristics of sounds and syllables having relation to other sounds and sentences. Particularly, students will be able to pronounce correctly in the matter of length, stress, and pitch.
5. Must be carefully distinguished from all the proceeding. It sometimes happens that a student can pronounce isolated sounds correctly, knows what sequence of sound to use in a given word or sentence, and knows necessary details in regard to length, stress, and pitch, but students stumbles over the sound-sequence. Students have not acquired facility in passing from one sound to another, and cannot always say sequences of sounds rapidly and without stumbling. In other words, students does not 'catenate' properly.

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CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher discusses about research design, subject and setting, data, research instrument, data collection techniques, research procedure, data analysis technique and thesis organization.

A. Research Design

Based on research question in the previous chapter, this study is intended to show teachers' strategy to overcome students' errors in pronunciation at MA Nurul Jadid Paiton Probolinggo. Identify students' errors in pronunciation and find out students' obstacles on pronouncing English words. Also, interviews the English teachers for teachers' strategy to overcome students' errors in pronunciation.

This research designs employed descriptive qualitative research . It concerns with condition or relationship that already occured on the field of research and reports it as clear as possible to describe the circumstances. The researcher observes students' pronunciation. The main procedure of this research to describe the occuring phenomena naturally. Within each observation, the researcher observed students' error in pronouncing English words through reading test and speaking test. Next, the researcher identifies students' errors in pronunciation, and find students' obstacles on it. Also,

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interviews the English teacher for teachers' strategy to overcome students' errors in pronunciation.

B. Research Instrument

MA Nurul Jadid Paiton Probolinggo is the object of analysis. The researchers collects data by observing, recording and interviewing.

1. Observation means getting information about human attitudes. It also gets additional data when there is no much information available.[20] The researcher observes students' pronunciation when students are studying in class. The researcher notes condition of class and necessary events makes the researcher easy to do some test.
2. Audio recording is a tool to record a sound or image. People words or acts who will be observed is the first source data that is noted by audio recording or audio tape.[21] The researcher records students' pronunciation to support the data of research.
3. Interview is a certain meaningful dialogues of two sides, e.g. interviewer is someone who asks a question and interviewee is someone who is interviewed.[22] The researcher interviews some teachers to know their strategies to overcome students' errors in pronouncing English words.

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[20] Prof. Dr. S. Nasution, M.A., Metode Research, Bumi Aksara,Jakarta:2008, p.106.
[21] Opcit..... p 169.
[22] Dr.Basrowi,M.Pd & Dr.Suwandi,M.Si, *Memahami penelitian kualitatif,* Rineka cipta, Jakarta:2008, p 127.

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C. Data collection technique

According to previous chapter, the objectives of the study are to identify students' error in pronunciation through speaking and reading test. It is also to find out students' barrier on pronounce English words. Then, the researcher analyzes the mistaken phoneme pronunciation. Observation, recording, and interview are the techniques used in this research.

Furthermore, the researcher divides the data collection into two parts; they are primary data collection and secondary one.

a. Primary data collection

The data collection is the main data through an oral reading and speaking test. In this matter, students have to read a text and to make conversation with other students. Here, role of teachers is necessarily. Teacher reminds students to read and speak as well as possible while being recorded. Interviewing English teacher is also needed to know teachers' strategy to overcome students' errors in pronouncing English words.

b. Secondary data collection

In this matter, the researcher observe while activities in the class being conducted. Furthermore, the researcher also makes some notes of students' errors in pronuncing English words.

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D. Research Prosedure

The first step, the researcher joins a class to observe. It is to note the mistaken of students' pronunciation and write a field note all necessary events in the class.

The next step of the research:

First of all, the researcher examines pronunciation of students through reading. The researcher ask students to read aloud while the researcher records what the student say.

Second, the researcher examines the pronunciation of students through speaking. The researcher asks students to make conversation with other students while the researcher records what the student says.

The researcher analyzes collected data to identify students' errors in pronouncing English words and find students' obstacles in pronounce it.

And the last step, the researcher interviews the English teacher. The writer will describes teachers' strategy to overcome the students' error in pronunciation.

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E. Data analysis technique

The data obtaines from the classroom observation is analyzed according to the fact and the interpretation of the researcher. First of all, the researcher prepares the material to examine student's pronunciation in reading and speaking. After the researcher has done an examination, the researcher analyzes the result why the students make errors in pronunciation and interview the English teachers.

F. Thesis Organization

This thesis is organized in to five chapters. The first chapter is about introduction including background of study, problems of the study, objective of the study, significance of the study, scope and limitation and definition of key term.

The second chapter is to review of related literature. It is discusses about teaching English, teaching pronunciation, principles in pronunciation teaching, problems in pronunciation teaching, strategies in pronunciation teaching, English phonology, the segmental of English pronunciation.

In chapter three, the writer discusses about research design, the instrument of study, data collection technique, research procedure, the data nalysis and thesis organization.

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In the fourth chapter, the writer discusses about the analysis of research findings. The last chapter is the conclusion of research as it has been done by the writer. Here the writer also gives suggestion for the future writers on English Subject.

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CHAPTER IV

DISCUSSION AND RESULT

In this research, there are two kinds of test to identify students' errors in pronunciation. The first test is reading, and the second one is speaking. Then, the researcher shows result of test by uses table which shows total students' errors in pronouncing English words through reading test. Then, find students' obstacle in pronouncing English words and it also interview the English teachers.

A. Classroom Observation

In the first meeting, the researcher observes in the class to know the learning-teaching process. In the classroom, teacher always speak English when teaches science class or english class. The teacher also uses video movie to teach student pronunciation. The teacher plays harry potter movie to explore students' ability in pronunciation. Some difficult words from film will be stopped and will be asked by teachers to practice correct words accurately by students.

In the second meeting, teacher uses *interlanguage book for eleventh grade students* to teach pronunciation. It is used by teacher because there are transcriptions of difficult words to pronounce which make students easy to learn pronunciation. Firstly, teacher asks students to read the text by title *"private school"*. Then, teacher asks students underline difficult words to pronounce. Next, teacher asks students to

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search a difficult word from dictionary to check standard transcription accurately. Thus, it can be pronounced by students easily.

B. The test result.

1. Reading Test

There are two tests to identify students' error in pronouncing English words. They are reading test and speaking one. For the first, the researcher does reading test. It is necessary to classify phonemes into vowel and consonant in the text before asks students to read. In reading test the researcher asks students to read the text in *interlanguage book for eleventh grade*. The researcher ask students to read text by the title " *private school*". Answering the first research question, first of all, the researcher prepares the text that will be read by students. Then making a reference to make it easy in finding students' error in pronunciation.

Making this research become a valid research, sample was taken from one hundred (100) eleventh grade students of MA Nurul Jadid Paiton Probolinggo. The total numbers of eleventh grade students of MA Nurul Jadid is one hundred fifty (150) students. Those students are divided become three classes. It is three classes for male and three classes for female. Totally, each class has twenty five (25) students. The researcher needs one hundred students as samples.

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Below show the number of the mistaken pronunciation produced by eleventh grade students of MA Nurul Jadid Paiton Probolinggo

Consonant	Word in text	Standard transcription	Pronounced by students	Number of mispronouncing
p	private	praɪvɪt	praɪvɪt	0
b	best	best	best	0
t	time	taɪm	taɪm	0
d	discuss	dɪ'skʌs	dɪ'skʌs	0
k	compete	kəm'pɪ:t	kəm'pɪ:t	0
g	government	'gʌvənmənt	'gʌvənmənt	0
tʃ	much	mʌtʃ	mʌc	2
dʒ	Large	lɑ:dʒ	lajh	5
f	first	fɜ:st	fɜ:st	0
v	various	'veərɪəs	veərɪəs	0
ð	Although	ɔ:l'ðəʊ:	aldogh	3
z	Reason	'ri:zn	'ri:zn	0
ʃ	Should	ʃəd	sud	4
h	have	hæv	hæv	0
m	money	mʌnɪ	mʌnɪ	0
n	not	nɒt	nɒt	0

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ŋ	learning	lɜ:niŋ	lɜ:niŋ	0
l	level	‘levl	‘levl	0
r	run	rʌn	rʌn	0
w	world	wɜ:ld	wɜ:ld	0

Based on the table above, the researcher analyzed consonant sounds which difficult to pronounce correctly by the students of MA Nurul Jadid Paiton Probolinggo. The consonant sounds errors to pronounced by students are:

1. / tʃ /
2. / dʒ /
3. / ð /
4. / ʃ /

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Table of mispronounce words produced by eleventh grade students of MA Nurul Jadid Paiton Probolinggo

Vowel	Word in text	Standard transcription	Pronounced by students	Number of mispronouncing
aɪ	privat	’praɪvɪt	privat	5
e	sector	sektər	sektər	0
æ	actual	æktʃʊəl	aktual	4
ɒ	opposition	,ɒpə’zɪʃən	opposisen	6
ʌ	fund	fʌnd	fun	0
ʊ	both	bəʊθ	bot	4
i:	reason	’ri:zn	’ri:zn	0
aɪ	finance	faɪnæns	finens	0
u:	suit	su:t	suit	0
eə	parent	’peərənt	perent	0
ɔ:	Alternative	ɔ:l’tɜ:nətɪv	alternativ	0
ɜ:	World	wɜ:ld	werld	0

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Based on the table above, the researcher analyzed consonant sounds which difficult to pronounce correctly by the students of MA Nurul Jadid Paiton Probolinggo. The vowel sounds errors to pronounced by students are:

1. /a ɪ /
2. / æ /
3. / ɒ /
4. / ʊ

2. Speaking Test

In the second test, the researcher has a test of pronunciation through speaking test. In this matter, the researcher prepares themes in the form of picture then ask students to choose one of theme to makes a group of conversation and practice in front of class while the researcher records by audio recording. The theme of pictures consist of talk shaw, birthday party, wedding party, radio programme and quiz millionaire.

The errors words to pronounced by students are:

1. Come / kʌm

   Pronounced by students : kam

2. Invitate / in'vaɪt

   Pronounced by students : invɪt

3. Competition / ,kɒmpə'tɪʃn

   Pronounced by students : kompətiʃən

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4. Knowledge / ‘nɒlɪʤ

   Pronounced by students : knɑleʤ

5. Usual / ‘juːʒl

   Pronounced by students : yuzuəl

6. Marriage / ‘mærɪʤ

   Pronounced by students : merɪʤ

7. Job / ʤɒb

   Pronounced by students : jʌb

8. Adult / æ’dʌlt

   Pronounced by students : ədult

C. Discussion.

1. Students’ Error In Pronunciation

From reading test, the researcher classifies into consonant and vowel.

a. The consonant letters pronounced error by students are:

   1) / tʃ /: 2 students error

   2) / dʒ /: 5 students error

   3) / ð /: 3 students error

   4) / ʃ /: 4 students error

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b. Vowels letters pronounced errors by students are:

1) /a ɪ /: 5 students error

2) / æ /: 4 students error

3) / ɒ /: 6 students error

4) / ʊ/: 4 students error

For speaking test, the researcher finds some of students who cannot pronounce words correctly. The error Letters pronounced by the students' are:

Vowel sounds : /a ɪ /,/ æ /,/ ɒ /,/ ʊ/

Consonant sounds : /dʒ /, / ʃ /

2. Cause Of Students' Error In Pronunciation

Indonesian language is a breeze to pronounce. Unlike English, Indonesian language is spoken as it is written, so getting the tongue around the correct way. However, the way to pronounce each letter of pronunciation is different between indonesian language and English language.

Based on researcher's analysis, students of MA Nurul Jadid Paiton Probolinggo produce pronunciation errors because of:

a. Vowel sounds

In the previous page has been mentioned that there are 4 vowels are produced errors by students. Based on table of mispronounce words produced by students of MA Nurul Jadid Paiton

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Probolinggo, mostly students pronounce vowel sounds as they have written. Students use Indonesian language system of pronunciation.

For example:

a) / aɪ / sound in word "/praɪvət/", students pronounce as /privat/.

b) / æ / sound in word "/æktʃʊəl/", students pronounce as / aktual /.

c) / ɒ / sound in word "/,ɒpə'zɪʃən/", students pronounce as / opposisen/.

d) / ʊ/ sound in word "/bəʊθ/", students pronounceas /bot/.

b. Consonant sounds

There are 4 error consonants are produced by students. Based on table of mispronounce words produced of MA Nurul Jadid Paiton Probolinggo students tries to replace some segmental sounds which do not occur in Indonesian language with other similar sound which Indonesian language has. The consonants / v, ð, ʒ, θ, ʃ / do not occur in Indonesian language.

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For example:

a) / ð / sounds in word /although/, students should pronounce /ɔ:lðəʊ/, but students pronounce as /aldoug/. Students replace sounds /ð/ with / d / sounds.

b) / tʃ / sounds in word / much /, students should pronounce / mʌtʃ /, but students pronounce as / mʌch/. Students replace sounds / tʃ / with / c/ sounds.

c) / dʒ / sounds in word / large /, students should pronounce / lɑ:dʒ /, but students pronounce as / lajh/. Students replace sounds / dʒ / with / j/ sounds.

d) / ʃ / sounds in word / should /, students should pronounce / ʃəd /, but students pronounce as / sud/. Students replace sounds / ʃ / with / s / sounds.

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3. Teachers' strategy to overcome students' errors in pronunciation

The transcription of interview between the researcher and English teacher of MA Nurul Jadid Paiton Probolinggo as below:

No.	Researcher's question	Teachers' answer
1.	What is the goal of pronunciation teaching at MA Nurul jadid paiton Probolinggo?	To try students can pronounce each word in english clearly and correctly
2.	How is the teaching process in the pronunciation?	a. Students repeat after the teacher's pronunciation b. imitate the native's pronunciation from cassete provided c. try to pronounce each word repeteadly and loudly

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3	What obstacle dealt with the pronunciation teaching?	a. Student is ashamed to pronounce loudly b. the student is lazy to pronounce repeteadly c. student is not anthusiastic to imitate teacher's pronunciation
4	What letters considerably mispronounceed by students?	Consonant letter are : /v/, /ð/, /ʤ/, /θ/,/ʃ/.
5	What strategy used by the teacher to overcome students' error in pronouncing vowels?	a. Try the student continously to pronounce the error vowels correctly b. try the student to pronounce the vowels in a form of song c. try the students to pronounce correctly the vowels by turns

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6	What strategy used by the teacher to overcome students' error in pronouncing consonant?	a. Try the studecontinously to pronounce the error vowels correctly b. try the student to pronounce the vowels in a form of song c. try the students to pronounce correctly the vowels by turns
7	Is drilling effective to overcome students' error in pronunciation?	Drilling is effective because drilling helping students to practice their pronunciation and help them to memorize pronunciation word. So that can reduce their pronunciation errors.

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After the researcher does interview with English teachers of MA Nurul Jadid Paiton Probolinggo, the researcher describes result of interview to make reader easier in understanding. The description of interviews as below:

The goal of pronunciation teaching at MA Nurul Jadid Paiton Probolinggo is to try students can pronounce each word in english clearly and correctly. Thus, students and teachers are very important to produce pronunciation clearly and correctly.

Pronunciation teaching prosess of MA Nurul Jadid probolinggo are: In reading class the teacher ask students' to read the text loudly. Teacher asks students to repeat as they pronunciation when there is an error word pronounced by students. This way can make students pronounce word correctly and can memorize it. In listening class teacher asks students to listen carefully. While there is the difficult word to pronounce, the teacher asks to practice the word with repeat as the native says. It makes students can pronounce correctly and can memorize it. For speaking class, the teacher asks students to repeat the word, while is a wrong word to pronounce, teacher asks student to repeat the word loudly. So, the other students easier to pronounce the word well.

There are some problems are faced by teachers in pronunciation teaching: Students have a less confidence to pronouncing English words because majority students' of MA Nurul Jadid probolinggo are madurese. Sometimes students are lazy and not enthusiastic to imitate teacher's

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pronunciation because students have a lack of motivation from their parents, and their teachers.

From description of table above, that questions support to one topic of teachers' strategy to overcome students' errors in pronunciation. The strategy used by teacher on overcoming students' error in pronunciation are :

a. For vowel and consonant

1. Try pronouncing error vowel and consonant correctly and continuously.

   The teacher gives a practice to the students when they have reading class. While the students read the text, the teacher asks students to find the consonant or vowel letters. Then the teacher asks student to pronounce the consonant or vowel word If the students make an error to pronounce it. The teacher tries to give a correct pronunciation about the consonant or vowel letters. Next, teacher asks students to pronounce the consonant or the vowel letters correctly and continuously.

2. Try pronouncing consonant and vowel in a form of song.

   The teacher gives a practice to the students when students have listening class. While the students listen the song, the teacher asks students to find the consonant and vowel letters. Then the teacher asks students to pronounce the consonant or vowel word If the students make an error to pronounce it. The teacher tries to give

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correct pronunciation about the consonant or vowel letters. Then, teacher also asks students to pronounce continously the consonant or vowel letters correctly. Here the teacher chooses the song to practice to make students interested and motivated studying.

3. Try pronouncing vowel and consonant letter correctly by turns. Sometimes the teacher make a game to make students interents to study pronunciation. The teacher ask students to pronounce correctly the consonant vowel by turns.

Based on the table of mispronounce words produced by students of MA Nurul Jadid Paiton Probolinggo, only 4 vowel sounds and 4 consonants sounds produced errors by students. Teachers of MA Nurul Jadid Probolinggo use drilling to overcome students' error in pronunciation. Drilling is involves the teacher saying a word or structure, and getting the students to repeat it. It is also help students achieve better pronunciation of language items, and to help them remember new item. Therefore, drilling is effective to overcome students' errors in pronunciation and improving their ability in pronunciation.

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

From the discussion about teachers' strategy to overcome students' error in pronunciation can be conclude as :

1. From reading test, there are 4 consonant sounds and 4 vowel sounds errors produced by students of MA Nurul Jadid Paiton Probolinggo. consonant sounds pronounced errors by students are: / tʃ /: 2 students errors, / dʒ /: 5 students errors, / ð /: 3 students errors, / ʃ /: 4 students errors. Vowel sounds pronounced errors by students are: /a ɪ /: 5 students errors, / æ /: 4 students errors, / ɒ /: 6 students errors, / ʊ/: 4 students errors. For speaking test, the researcher finds some of students who cannot pronounce words correctly. The error Letters pronounced by the students' are: Vowel sounds: /a ɪ /,/ æ /,/ ɒ /,/ ʊ/ and Consonant sounds: /dʒ /, /ʃ /
2. Based on researcher's analysis, students of MA Nurul Jadid Paiton Probolinggo produce pronunciation errors because of:
   a. Vowel sounds

      In the previous page has been mentioned that there are 4 vowels are produced errors by students. Based on table of mispronounce words produced by students of MA Nurul Jadid Paiton Probolinggo, mostly students pronounce vowel sounds

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as they have written. Students use Indonesian language system of pronunciation.

For example:

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b. Consonant sounds

There are 4 error consonants are produced by students. Based on table of mispronounce words produced of MA Nurul Jadid Paiton Probolinggo students tries to replace some segmental sounds which do not occur in Indonesian language with other similar sound which Indonesian language has. The consonants / v, ð, ʒ, θ, ʃ / do not occur in Indonesian language.

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/aldoug/. Students replace sounds /ð/ with / d / sounds.

b) / tʃ / sounds in word / much /, students should pronounce / mʌtʃ /, but students pronounce as / mʌch/. Students replace sounds / tʃ / with / c/ sounds.

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3. Teachers of MA Nurul Jadid Probolinggo use drilling to overcome students' error in pronunciation. Drilling is involves the teacher saying a word or structure, and getting the students to repeat it. It is also help students achieve better pronunciation of language items, and to help them remember new item. Therefore, drilling is effective to overcome students' errors in pronunciation and improving their ability in pronunciation. It shows from test that

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only 4 vowel and 4 consonant sounds are errors produced by students.

B. Suggestion

This suggestion is addressed for those who have an interest in the issue of teachers' strategy to overcome students' errors in pronunciation of senior high schools especially in school with international benchmark (SBI).

Based on the result of this research, the researcher of this study suggests to English teachers to apply Drilling strategy on overcoming students' errors in pronunciation. The researcher does not give further examination on students' pronunciation and the researcher does not compare with the other strategies of pronunciation teaching. It is hoped to next researcher to improve this research, by doing further examination on the students' pronunciation to compare with the other strategies of pronunciation teaching to know what strategy which most effective to overcome students' errors in pronunciation. And also for English teacher, this thesis is the reference to teach English especially in pronunciation.

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